**Progressive Era Dialogue Rubric**

**GROUP**

**Group Members’ Names:**

|  |  |
| --- | --- |
| **Category** | **Points** |
| √ *Preparation/Planning*   * Work reflects substantial effort in the preparation and planning of the script and performance. Obvious and extensive group collaboration is exhibited. | 15 pts. |
| √ *Comprehensiveness*   * Work examines the Progressive Era in a comprehensive manner. A broad cross-section of reform movements is present. Areas including the causes, strategies/tactics, successes/failures, prominent individuals, and legacy are sufficiently addressed. | 15 pts. |
| √ *Creativity*   * Work reflects effort to produce script/performance that has originality and imagination. | 10 pts. |
| √ *Performance*   * Performance exhibits preparedness by group members. Members make all efforts to stay in character, and speak loudly and clearly enough for audience to understand. | 10 pts. |
| TOTAL | 50 pts. |

**INDIVIDUAL #1**

**Student Name: Character Name:**

|  |  |
| --- | --- |
| √ *Content*   * Work contains extensive accurate and relevant information about the historical figure and the area of reform he/she represented. | 10 pts. |
| √ *Primary Source Use*   * Work contains a minimum of one direct quote from the historical figure (within the body of the script). The quote is clearly identified as an excerpt from a primary source. | 5 pts. |
| √ *Performance*   * Performance exhibits preparedness by group member. Student makes all efforts to stay in character, and speak loudly and clearly enough for audience to understand. | 5 pts. |
| √ *Bibliography*   * Work contains an MLA-formatted bibliography – with a minimum of three (3) sources per character. Bibliography must be in MLA-format and organized by character. | 5 pts. |
| TOTAL | 30 pts. |

**INDIVIDUAL #2**

**Student Name: Character Name:**

|  |  |
| --- | --- |
| √ *Content*   * Work contains extensive accurate and relevant information about the historical figure and the area of reform he/she represented. | 10 pts. |
| √ *Primary Source Use*   * Work contains a minimum of one direct quote from the historical figure (within the body of the script). The quote is clearly identified as an excerpt from a primary source. | 5 pts. |
| √ *Performance*   * Performance exhibits preparedness by group member. Student makes all efforts to stay in character, and speak loudly and clearly enough for audience to understand. | 5 pts. |
| √ *Bibliography*   * Work contains an MLA-formatted bibliography – with a minimum of three (3) sources per character. Bibliography must be in MLA-format and organized by character. | 5 pts. |
| TOTAL | 30 pts. |

**INDIVIDUAL #3**

**Student Name: Character Name:**

|  |  |
| --- | --- |
| √ *Content*   * Work contains extensive accurate and relevant information about the historical figure and the area of reform he/she represented. | 10 pts. |
| √ *Primary Source Use*   * Work contains a minimum of one direct quote from the historical figure (within the body of the script). The quote is clearly identified as an excerpt from a primary source. | 5 pts. |
| √ *Performance*   * Performance exhibits preparedness by group member. Student makes all efforts to stay in character, and speak loudly and clearly enough for audience to understand. | 5 pts. |
| √ *Bibliography*   * Work contains an MLA-formatted bibliography – with a minimum of three (3) sources per character. Bibliography must be in MLA-format and organized by character. | 5 pts. |
| TOTAL | 30 pts. |

**INDIVIDUAL #4**

**Student Name: Character Name:**

|  |  |
| --- | --- |
| √ *Content*   * Work contains extensive accurate and relevant information about the historical figure and the area of reform he/she represented. | 10 pts. |
| √ *Primary Source Use*   * Work contains a minimum of one direct quote from the historical figure (within the body of the script). The quote is clearly identified as an excerpt from a primary source. | 5 pts. |
| √ *Performance*   * Performance exhibits preparedness by group member. Student makes all efforts to stay in character, and speak loudly and clearly enough for audience to understand. | 5 pts. |
| √ *Bibliography*   * Work contains an MLA-formatted bibliography – with a minimum of three (3) sources per character. Bibliography must be in MLA-format and organized by character. | 5 pts. |
| TOTAL | 30 pts. |

**INDIVIDUAL #5**

**Student Name: Character Name:**

|  |  |
| --- | --- |
| √ *Content*   * Work contains extensive accurate and relevant information about the historical figure and the area of reform he/she represented. | 10 pts. |
| √ *Primary Source Use*   * Work contains a minimum of one direct quote from the historical figure (within the body of the script). The quote is clearly identified as an excerpt from a primary source. | 5 pts. |
| √ *Performance*   * Performance exhibits preparedness by group member. Student makes all efforts to stay in character, and speak loudly and clearly enough for audience to understand. | 5 pts. |
| √ *Bibliography*   * Work contains an MLA-formatted bibliography – with a minimum of three (3) sources per character. Bibliography must be in MLA-format and organized by character. | 5 pts. |
| TOTAL | 30 pts. |

**INDIVIDUAL #6**

**Student Name: Character Name:**

|  |  |
| --- | --- |
| √ *Content*   * Work contains extensive accurate and relevant information about the historical figure and the area of reform he/she represented. | 10 pts. |
| √ *Primary Source Use*   * Work contains a minimum of one direct quote from the historical figure (within the body of the script). The quote is clearly identified as an excerpt from a primary source. | 5 pts. |
| √ *Performance*   * Performance exhibits preparedness by group member. Student makes all efforts to stay in character, and speak loudly and clearly enough for audience to understand. | 5 pts. |
| √ *Bibliography*   * Work contains an MLA-formatted bibliography – with a minimum of three (3) sources per character. Bibliography must be in MLA-format and organized by character. | 5 pts. |
| TOTAL | 30 pts. |